We welcome you as participants in our new Early Childhood, Middle Level, and Special Education programs. Many rewarding experiences and challenges await you. We are looking forward to working with you to make this a successful and memorable learning endeavor.

**the programs**

- Middle Level Education Grade 4-8 B.S.Ed. - Social Studies ([https://catalog.millersville.edu/undergraduate/college-education-human-services/early-middle-exceptional-education/middle-level-education-grade-4-8-bsed-social-studies/](https://catalog.millersville.edu/undergraduate/college-education-human-services/early-middle-exceptional-education/middle-level-education-grade-4-8-bsed-social-studies/))
- Middle Level Education Grade 4-8, B.S.Ed. ([https://catalog.millersville.edu/undergraduate/college-education-human-services/early-middle-exceptional-education/middle-level-education-grade-4-8-bsed/](https://catalog.millersville.edu/undergraduate/college-education-human-services/early-middle-exceptional-education/middle-level-education-grade-4-8-bsed/))
- Middle Level Education Grade 4-8, B.S.Ed. - English Language Arts ([https://catalog.millersville.edu/undergraduate/college-education-human-services/early-middle-exceptional-education/middle-level-education-grade-4-8-bsed-english-language-arts/](https://catalog.millersville.edu/undergraduate/college-education-human-services/early-middle-exceptional-education/middle-level-education-grade-4-8-bsed-english-language-arts/))
- Middle Level Education Grade 4-8, B.S.Ed. - Science ([https://catalog.millersville.edu/undergraduate/college-education-human-services/early-middle-exceptional-education/middle-level-education-grade-4-8-bsed-science/](https://catalog.millersville.edu/undergraduate/college-education-human-services/early-middle-exceptional-education/middle-level-education-grade-4-8-bsed-science/))

**the faculty**

**Bertoni Janet,** Associate Professor  
College of Education and Human Services  
B.S., New York University, 2001; M.S.Ed., Hunter College, 2005; Ph.D., University of Delaware, 2014

**Boyle A. Susannah,** Assistant Professor  
College of Education and Human Services  
B.A., Louisiana State University, 2004; B.S., Ibid., 2004; M.Ed., University of New Orleans, 2013

**Burke Jennifer,** Assistant Professor  
College of Education and Human Services  
B.S., Seton Hall University, 2004; M.A., Ibid., 2008; Ph.D., Rutgers University, 2016

**Colabucci Lesley,** Associate Professor  
College of Education and Human Services  
B.A., University of Maryland, 1992; M.S., University of Wisconsin-Madison, 1994; Ph.D., The Ohio State University, 2004

**Davis Jason,** Assistant Professor  
College of Education and Human Services  
B.S., Slippery Rock University, 1993; M.Ed., University of Virginia, 1998; Ph.D., George Mason University, 2009.

**Heilshorn Kimberly,** Associate Professor  
College of Education and Human Services  

**Himmele William,** Associate Professor  
College of Education and Human Services  
B.S., State University of New York at Buffalo, 1988; M.A., Biola University, 1994; Ph.D., Ibid., 2001

**Himmele Persida,** Professor  
College of Education and Human Services  
B.A., State University of New York at Buffalo, 1988; Ed.M., Ibid., 1991; Ph.D., Biola University, 2001

**Hossain Kazi,** Associate Professor  
College of Education and Human Services  

**Hower Aileen,** Assistant Professor  
College of Education and Human Services  

**Jackson Sarah,** Assistant Professor  
College of Education and Human Services  
B.A., University of Puget Sound, 2007; M.F.A., Savannah College of Art and Design, 2011; M.A., Hollins University, 2014; Ph.D., The Ohio State University, A.B.D.

**Mehrenberg Richard,** Associate Professor  
College of Education and Human Services  
B.S., Slippery Rock University, 1993; M.Ed., University of Virginia, 1998; Ph.D., George Mason University, 2009.

**Petula Jason,** Associate Professor  
College of Education and Human Services  
B.S., The Pennsylvania State University, 1995; M.Ed., Temple University, 1999; M.S., Wilkes University, 2001; Ph.D., The Pennsylvania State University, 2007

**Powers-Costello Elizabeth,** Associate Professor  
College of Education and Human Services  

**Shettel Jennifer,** Professor  
College of Education and Human Services  
B.S.Ed., Millersville University, 1992; M.Ed., The Pennsylvania State University, 1997; Ed.D., Widener University, 2009

**Tamakloe Deborah,** Associate Professor  
College of Education and Human Services  

**Wolfgang Charlton,** Associate Professor  
College of Education and Human Services  
B.S., Radford University, 1995; M.S.Ed., Old Dominion University, 2005; M.Ed., George Mason University, 2008; Ed.D., University of San Francisco, 2017
B.S., Messiah College, 1993; M.S.Ed., Lebanon Valley College, 2002; Ph.D., Drexel University, 2013

the courses

EDUC 179: 3 s.h.
Experimental

EDUC 279: 3 s.h.
Experimental

EDUC 305: 1.3 s.h.
Field Experience
Specific work and study assignments constituting the field experience will be developed. Regular discussions, conferences and group seminars will be conducted by faculty members and field supervisors to clarify generalizations that link practice to theory. In most instances the assignments will be in public schools; however, social agencies may be included in this practicum program. Offered in fall, spring.

EDUC 325: 3 s.h.
The Teaching of Literacy: Processes, Skills, & Strategies
This course integrates the teaching of the four communication skills: reading, writing, listening and speaking in the pre-K through 12th grade classroom. The teaching strategies and techniques that will be presented in this course are consistent with national and state standards, assessments and curriculum frameworks. Course content will be consistent with the Pennsylvania Core Standards for each of these subject areas. Credit may not be received for this course and ERCH 422. Reserved for Special Education Majors. Pre-req: ERCH 225

EDUC 330: 3 s.h.
LGBTQ+ Issues in Education (P)
Provides an overview of past, current, and emerging LGBTQ+ issues, policies, and advocacy in P-12 and higher education. Investigates these issues from a variety of historical, cultural, and theoretical perspectives.

EDUC 379: 3 s.h.
Experimental

EDUC 403: 3 s.h.
Pluralism in Society (D, P)
Provides historical and present day information about different racial, cultural, and linguistic groups represented in our society. It explores the challenge of providing an equitable and effective education to all and provides strategies that can be used to deal with cultural issues in society. Prereq: ENGL 110 and Junior Standing (60 credits)

EDUC 403H: 3 s.h.
Hon: Pluralism in Society (D, P)

EDUC 424: 3 s.h.
Diagnostic Reading Disability (W)
The first of two elective courses in diagnostic reading for undergraduate students will be an introduction to various formal and informal means to assess the reading strengths and needs of children. Offered in fall, spring. Prereq: EDUC 220 or ERCH 225, ENGL 110.

EDUC 424H: 3 s.h.
H:Diagnostic Reading Disability (W)

EDUC 433: 3 s.h.
Gender and Race Issues (D, P)
Children's literature will be examined in light of recent psychological, sociological and educational research on sexism and racism. Offered in fall, spring. Prereq: COMM 100, ENGL 110, junior status.

EDUC 433H: 3 s.h.
Hrns:Gender And Race Issues (P)

EDUC 475: 3 s.h.
Current Trends in Education

EDUC 479: 2.3 s.h.
Experimental

EDUC 486: 3 s.h.
Topics In Education
In-depth investigation and development of one or more topics of current interest not normally covered in regular courses. Special topics/methods will vary according to the needs of students and faculty. Offered infrequently.

EDUC 486H: 3 s.h.
HNRS:Topics in Education

EDUC 487: 3 s.h.
Teaching English Learners
This course prepares teacher candidates to understand cross-cultural and linguistic foundations of acquiring a new language. Teacher candidates will apply research-based strategies for providing English learners (ELs) optimal learning environments that provide meaningful access to standards-based instruction. Candidates will demonstrate the ability to use assessment data to differentiate and modify instruction. Candidates will also demonstrate an understanding of schools' legal responsibilities toward ELLs and their families. Equivalent to ERCH 485, credit may not be earned for both courses.

EDUC 498: 1-4 s.h.

EDUC 498: 1-4 s.h.

ERCH 110: 3 s.h.
Introduction to Early Childhood Education
Designed to provide an overview of the field of early childhood education. Historical, theoretical and philosophical influences on past and current approaches to teaching young children will be traced and analyzed. The course introduces students to the early childhood education profession, developmental characteristics of young children (birth–age 9), developmentally appropriate practices (NAEYC, 2009), and an overview of effective curriculum, instruction and assessment of young children. In the concurrent field experience, students reflect on their ability to cope with classroom reality as they affirm or change their choice of teaching as a profession. Prereq: Act 34 Clearance, Act 151 Clearance and Act 114 FBI Clearance. Offered spring, fall.

ERCH 110H: 3 s.h.
Hon: Intro Erly Child Ed
ERCH 190: 3 s.h.
Introduction to Integrative STEM Pedagogy
Serves as an introduction to students enrolled in the Integrative Science, Technology, Engineering & Math (STEM) Education Methods Minor. Students will learn basic information regarding integrative STEM education and examine various curricular models.

ERCH 225: 3 s.h.
Foundations of Reading
Introduces topics in the field of teaching reading in early childhood, including emergent literacy, approaches to reading instruction, word recognition and vocabulary development, comprehension instruction, assessment techniques and reading instruction for the multicultural and the exceptional child. Supplemented by a field experience. Offered in fall, spring. Prereq: ELED 210 or ERCH 110, Act 34 Clearance, Act 151 and Act 114 FBI Clearance.

ERCH 290: 3 s.h.
Children's Engineering
The intent of this course is to teach students about fundamentals of electricity, mechanisms, fluids (liquids and gases under pressure), computer-control, and structures. Content will be delivered through a series of hands-on activities that will allow the students to immerse themselves in the content through problem-based learning by doing. Simple knowledge and skill building activities will lead to more complex open-ended problem solving and prototyping activities to build deeper understandings of scientific, technological, engineering, and mathematical (STEM) concepts for teachers of young children. Cross-listed with EDTE 290, students may not receive credit for both courses.

ERCH 300: 3-12 s.h.
Co-Op Experience in ERCH
Co-op experience in Early Childhood Education

ERCH 315: 3 s.h.
Family & Community: Aspects of Diversity (D, W)
A focus on collaborative relationship building between home, school and community that facilitates positive influence on the individual child's development. These collaborative relationships create an inclusive learning environment for all children, including culturally and linguistically diverse. The collaborative relationships are based on developing reciprocal communication techniques, cultural sensitivity and rapport with children and their families. Promotes effective communication and advocacy skills for students with disabilities and their families between school, agency personnel and community members. Empowerment techniques and parent workshops are developed to encourage parent involvement, with emphasis on families who traditionally have been excluded from the collaborative process in the schools and developing parental self-efficacy skills. Offered spring, fall. Prereq: ENG 110 or ENGL 110H; EDUC 220 or ERCH 225; EDFN 211, 241; Coreq: ERCH 345 and EDFN 320.

ERCH 315H: 3 s.h.
H: Fam/Comm: Aspects of Diversity (D, W)

ERCH 316: 3 s.h.
Creative Experiences for the Young Child
An emphasis on making appropriate instructional and curricular decisions to provide creative opportunities for young children; special attention to rhythmic, aesthetic and dramatic avenues of expression; application of ideas through actual experiences with young children. Offered in fall, spring. Prereq: C- or higher in ELED 210 or ERCH 110; Act 34 Clearance, Act 151 Clearance and Act 114 FBI Clearance.

ERCH 316H: 3 s.h.
Hon: Creative Exp/Yng Chld

ERCH 345: 3 s.h.
Social Studies for the Young Learner
Teacher candidates will apply the standards and thematic strands of social studies as defined by the National Council for the Social Studies for the PreK–4 developmental level. Emphasis is on the learner building civil competence and acquiring knowledge, skills and attitudes in civics and government, economics, history and geography. Offered in fall, spring. Prereq: EDFN 211, EDFN 241 and ERCH 225 or EDUC 220.

ERCH 345H: 3 s.h.
Hon: Social Stdy fo Young Lrnr

ERCH 421: 3 s.h.
Language Development & Emergent Literacy (W)
Examines children's oral language development and its contribution to emergent literacy, the period between birth and the time when children learn to read and write in a conventional manner. Appropriate content and skill competencies will be covered. Strategies to enhance the family/home/school connection will be explored. A field experience will be part of this course. Offered in fall, spring. Prereq: admission to Advanced Professional Studies. Coreq: ERCH 435, 485, 496.

ERCH 422: 6 s.h.
Tchg of Literacy, PreK-4: Process, Skills & Strategies
This course develops pedagogy in the teaching of reading and the related language arts in grades PreK-4. Keeping with current theory that the communication processes—reading, writing, listening and speaking—cannot arbitrarily be divided, this course will present pedagogy in an interrelated and integrated format. Understandings, teaching strategies, and techniques will be consistent with the state testing system and the state standards for literacy instruction. Throughout this course, students will be expected to exhibit professional behaviors as delineated in Administrative Guidelines for the Assessment of the Professional and Ethical Dispositions of Professional Education Unit Candidates (www.millersville.edu/academics/educ/education/files/Dispositions.pdf). Students will have opportunities to establish the habit of ongoing professional growth. Offered periodically. Prereq: admission to Advanced Professional Studies. Coreqs: ERCH 455, 465, SPED 331. Credit may not be received for this course and EDUC 325.

ERCH 422H: 6 s.h.
H: Tchg Literacy PK-4

ERCH 435: 3 s.h.
Literature for the Young Child
Prepares early childhood teacher candidates to recognize high-quality literature for children from birth to age nine. The use of literature to promote children's language, intellectual, emotional, social/moral and aesthetic/creative development is highlighted. A focus on children's response to literature is provided. Offered fall, spring. Prereq: PSYC 227; EDFN 211, 241; ERCH 225 or EDUC 220.

ERCH 435H: 3 s.h.
Hon: Lit for the Young Child
ERCH 455: 3 s.h.  
Teaching Mathematics to Young Children  
Teacher candidates will apply the principles that guide all mathematics instruction as specified by the National Council of Teachers of Mathematics for the PreK through 4th-grade developmental level. Candidates will effectively deliver core mathematics content as well as have skills to stay current with the research on best practices in mathematics education. Prerequisite: Math 105, admission to Advanced Professional Studies. Corequisite: ERCH 465, 422, SPED 331

ERCH 455H: 3 s.h.  
Hon: Tchg Math/Yng Chldrn

ERCH 465: 3 s.h.  
Science for the Young Learner  
Provides overview of the content and processes included in an early childhood (Pre-K-4) science program. The course includes a study of methodology appropriate to the school setting. Prerequisite: admission to Advanced Professional Studies. Corequisite: ERCH 422, 455, SPED 331.

ERCH 465H: 3 s.h.  
Hnrs: Science for Yng Learner

ERCH 485: 3 s.h.  
Teaching Young English Language Learners  
Prepares early childhood teacher candidates to understand the social and linguistic foundations for first and second language development in the early years. Teacher candidates will be able to apply research-based strategies for supplying first language development in the home and for preparing young learners for the transitions to schooling in a second language. Candidates will demonstrate an understanding of the resources that young learners bring to academic settings, and of ways to support young learners and their families in their adjustments to English-speaking schools. Candidates will demonstrate the ability to use assessment data to differentiate and modify instruction according to the needs of their students. Teacher candidates will be prepared to support young English language learners in their acquisition of language and content within optimal learning environments that provide meaningful access to standards-based instruction. Prerequisite: ENGL 110, admission to Advanced Professional Studies. Equivalent to EDUC 487, credit may not be received for both courses.

ERCH 485H: 3 s.h.  
H: Tchg Young Engl Lang Leame

ERCH 489: 1-3 s.h.  
Honors Course  
Early Childhood Education Honors Course

ERCH 495: 3 s.h.  
Integrative STEM Practicum  
This clinical practicum course provides opportunities for teacher candidates to bridge theory and practice. Students will demonstrate and apply knowledge, skills, and dispositions related to the implementation of integrative science, technology, engineering and math (STEM) education at the pre-K to grade 4 level. Emphasis is placed on the planning, development, implementation and assessment of integrative STEM instructional activities and lessons that use problem-based and experiential learning techniques targeted for Pre-K to grade 4 students. Includes field experiences. Prerequisites: ERCH 110, ERCH 190, EDTE/ERCH 290, ITEC 344, EDTE 490 or 690 or Permission of Instructor; Advanced Professional Studies (APS) status required. Cross-listed with EDTE 495, credit may not be received for both courses.

ERCH 496: 6 s.h.  
Curric, Instr & Asses: Engaging the Young Child  
Designed to prepare teacher candidates in the general areas of curriculum, instruction, and assessment for the youngest learners (i.e., infancy-kindergarten). The course will focus on curricular philosophy and theory, approaches to early childhood education, pedagogical content knowledge, child development, and assessment of young learners. Current research, practice, and trends in early childhood education will be considered. Corequisite for this course is ERCH 421: Language Development and Emergent Literacy. This is a six-credit course with a field experience embedded into the course.

ERCH 496H: 6 s.h.  
H: Curriculm, Instrctn & Assesm

ERCH 498: 1-3 s.h.  
Ind Stdy:

ERCH 499: 1-4 s.h.  
Dept Hnrs:

GFED 370: 3 s.h.  
Teaching Gifted Learners  
Designed to acquaint prospective teachers with some viable techniques for dealing with gifted and able children in their classrooms. Some attention will also be paid to reviewing existing programs and means of identification. Some work with gifted students in the schools will be another component of the course. Offered annually.

GFED 377: 3 s.h.  
The Gifted in Pop Culture (D, P)  
This course will introduce students to various characteristics, issues and needs of gifted individuals. Through the lens of popular culture media (e.g., film, television, graphic novels, literature) portrayals of fictional gifted characters will be examined in regards to topics such as identification, education, socialization, gender, ethnicity, poverty and disability. These portrayals will then be juxtaposed with current research to gain an authentic understanding of this group and their unique needs. Prerequisites: ENGL 110 or ENGL 110H, COMM 100 or COMM 100H and 60 credits (Junior Standing).

GFED 377H: 3 s.h.  
Hon: Gifted in Pop Culture (D, P)

MDLV 323: 3 s.h.  
Teaching Reading in the Content Areas (W)  
An elective course designed to help students develop an understanding of the reading process in the major subject areas. Specific literacy strategies, study skills and reference techniques used in various subjects are investigated. Offered in fall. Prerequisite: ENGL 110 and Admission to Advanced Professional Studies (APS)

MDLV 335: 3 s.h.  
Literature for Children & Young Adolescents  
Prepares middle level teacher candidates to recognize high-quality literature for youth from age 10 to 14. Grounded in adolescent psychology, it guides teacher candidates in the identification of literature, across genres and content areas, that is relevant to the lives of adolescents. The course engages teacher candidates in collaborative approaches to literature study, modeling best practices for the instruction of adolescents. Response to literature receives emphasis. Offered annually. Prerequisite: PSYC 227.

MDLV 335H: 3 s.h.  
Hnrs: Lit for Chldrn and Yng
MDLV 425: 3 s.h.
Teaching of Literacy, Gr 4-8: Processes, Skills & Strategies
Develops pedagogy in the teaching of reading and the related language arts in grades 4-8. Keeping with current theory that the communication processes—reading, writing, listening and speaking—cannot arbitrarily be divided, this course will present pedagogy in an interrelated and integrated format. Understandings, teaching strategies and techniques will be consistent with the state testing system and the state standards for literacy instruction. Throughout this course, students will be expected to exhibit professional behaviors. Offered fall, spring. Prereq: admission to Advanced Professional Studies.

MDLV 456: 3 s.h.
Teaching Middle Level Mathematics
Pedagogy for teaching middle level mathematics is aligned with national and state standards, current research, forms of assessment and curricular frameworks. Technology and hands-on instructional strategies are utilized. Prereq: MATH 205, MATH 230 and admission to Advanced Professional Studies. Coreq: MDLV 425, 466, SPED 331.

MDLV 466: 3 s.h.
Teaching of Science: An Inquiry Approach (W)

MDLV 486: 3 s.h.
Teaching English Language Learners in the Middle Level (P)
Prepares teacher candidates to understand cross-cultural and linguistic foundations of acquiring a new language. Teacher candidates will apply research-based strategies for providing English language learners (ELLs) with optimal learning environments that provide meaningful access to standards-based instruction in grades 4-8. This course places a special emphasis on instructional planning that facilitates student success with academic language and academic texts in upper-elementary settings. Candidates will demonstrate the ability to use assessment data to differentiate and modify instruction. Candidates will also demonstrate an understanding of schools’ legal responsibilities toward ELLs and their families. Offered in fall. Prereq: COMM 100, ENGL 110 and admission to Advanced Professional Studies.

MDLV 486H: 3 s.h.
Hon: Teaching Mid-Level Eng La (P)

MDLV 499: 1-3 s.h.
Dept Hrns:

SPED 101: 3 s.h.
Orientation to Special Educ
This introductory course is designed to prepare future special educators with the knowledge base for the identification, placement and instruction of learners with disabilities who are eligible to receive special education services across the continuum of educational environments. Included are historical considerations, educational and developmental needs of individuals with disabilities, special education programs, services, resources, and materials. In addition, practical exposure to individuals with disabilities will be emphasized.

SPED 179: 3 s.h.
Experimental
SPED 321: 3 s.h.
Serving Individuals in Inclusive Settings (W)
This course prepares teacher candidates to effectively teach students with severe and multiple disabilities within an inclusive educational system. By incorporating theory with aspects for identification, specialized support services, instruction and relevant special education law, teacher candidates become knowledgeable of their responsibilities as teachers of students with severe and multiple disabilities. Teacher candidates learn to differentiate and individualize instruction for the developmental and chronological requirements of their students. Teacher candidates become practiced in referencing alternate learning standards and general education curricula to facilitate the achievement of their students with severe and multiple disabilities in a variety of learning environments. Offered in spring. Prereq: ENGL 110; Act 34, 151, 114 clearances and admission to Advanced Professional Studies (APS). Coreq: ERCH 421, SPED 341.

SPED 328: 3 s.h.
Assessment in Special Education
The administration, scoring and interpretation of assessment devices typically used in psychometric evaluations are stressed. Critical evaluation of such devices in terms of reliability, validity and norming groups is also developed. The integration of the interpretive results of psychometric evaluation with behavioral observation, task analysis and other assessments developed in prerequisite courses is demonstrated. Offered in fall, spring.

SPED 330: 3 s.h.
Discrimination and Oppression of People with Disabilities (D, P)
Examines social discrimination through consideration of the policies and practices of societies. Creates an understanding of the social, political and cultural, rather than the physical or psychological, determinants of the experience of disability. Disentangles impairments from the myths, ideology and stigma that influence social interaction and social policy. Through course content and activities, students will challenge the idea that the economic and social statuses and the assigned roles of people with disabilities are the inevitable outcomes of their condition. Offered in fall, spring, summer. Prereq: COMM 100, ENGL 110 and junior status.

SPED 330H: 3 s.h.
H:Discrim/Oppress People/Disab (D, P)

SPED 331: 3 s.h.
Positive Learning Environments for all Students
Students will develop the ability to effectively analyze and design inclusive educational environments to optimize the achievement of every student, and will receive the knowledge and skills to modify their teaching methods to motivate and support positive social skills in diverse students. Through the use of appropriate assessments and data collection techniques for individual student behaviors, students will develop the ability to conduct functional behavior assessments and apply behavior-intervention plans and positive techniques as needed using the Response to Intervention framework. Offered in fall, spring. Required submission of satisfactory FBI, Act 34/151 clearances; admission to Advanced Professional Studies (APS).

SPED 331H: 3 s.h.
Hon: Positive Lrng Env for All

SPED 341: 3 s.h.
Early Intervention to Kindergarten
This course examines the implications of federal mandates for providing educational and supportive services for infants/toddlers/preschoolers with disabilities and their families. The teacher candidates gain knowledge in interpreting data from formal and informal sources to be utilized in developing Individualized Family Service Plans (IFSP). The teacher candidates use case study and field experience data to recommend appropriate school-based programs for young children with disabilities. They also implement effective teaching strategies to meet the family, academic, social, emotional and behavioral needs of young children with disabilities in inclusive instructional environments. These strategies will be applied in field placements during the semester. Offered in spring. Prereq: EDFN 211, 241, ERCH 225 or EDUC 220; SPED 237; Act 34, 151, 114 clearances and admission to Advanced Professional Studies (APS). Coreq: ERCH 421, SPED 321.

SPED 346: 3 s.h.
Secondary Students w/Disabilities in Inclusive Settings
This course is designated to prepare secondary education majors to effectively teach students with disabilities in inclusive classrooms. Participants will learn legal mandates, secondary general educators’ role in the special education process, and the academic and social implications of inclusion. Participants also will learn to facilitate academic achievement for students with mild and moderate disabilities in inclusive secondary education by planning, adapting and implementing effective instruction. Offered in fall, spring. Prereq: required submission of satisfactory FBI, Act 34/151 clearances; EDFN 211, 241. Cross-listed with SPED 546, credit may not be received for both.

SPED 351: 3 s.h.
Managing Challenging Behaviors
Provides various strategies to support students with challenging behaviors. Candidates will conduct Functional Behavior Assessment and prepare Behavior Intervention Plan focusing on decrease negative behaviors while increasing positive behaviors. Candidates will develop their ability to effectively analyze behaviors and design inclusive educational and community environments to optimize the achievement of every student. Candidates will demonstrate the knowledge and skills to modify teaching methods and learning environments to promote positive social skills in students with disabilities. Admission to Advanced Professional Studies required.

SPED 361: 3 s.h.
Formal Assessment for Students with Disabilities
Designed to prepare Special Education teacher candidates to effectively develop competencies for assessing PK-12 students with disabilities according to IDEA (Individuals with Disabilities Education Act). Teacher candidates will acquire knowledge for administration, scoring, and interpretation of formal assessment devices typically used in educational evaluations. Furthermore, teacher candidates will learn how to properly select formal assessment tools in terms of reliability, validity and norm populations and learn about integrated systems of assessment and data collection for identification of students struggling to meet academic and behavioral expectations. Teacher candidates will learn the role of educational evaluations in developing Individual Education Programs (IEP) for students in need of support in the general education curriculum. Teacher candidates will learn professional ways to collaborate with parents and include them as equal partners in the assessment process.

SPED 400: 3-12 s.h.
Co-Op Ed Experience in Sped
Co-Op Ed Experience in Sped
SPED 411: 3 s.h.
Assmt/Devl of Indiv Ed Prgram
This course provides teacher candidates with the necessary skills to administer, score and interpret a range of formal and informal educational assessments typically used with students with severe and multiple disabilities. Teacher candidates develop their ability to apply variables such as reliability, validity and norm references to select appropriate assessment tools for their students and to develop informal evaluations as needed. Teacher candidates apply their knowledge of required procedures, with students’ assessment results, to construct appropriate Individual Education Program, (IEP) with multidisciplinary team members and use those IEPs to plan instruction. Prereq: Act 34, 151, 114 clearances, admission to Advanced Professional Studies and Professional Bloc I courses of ERCH 421; SPED 321, 341. Coreq: SPED 441, 451, 453, 454. Offered in spring.

SPED 412: 3 s.h.
Assessmt for Mild/Mod Disabl
This course prepares teacher candidates to develop competencies for administration, scoring and interpretation of formal assessment devices typically used in educational evaluations. Teacher candidates acquire knowledge of the process of how to select formal assessment tools in terms of reliability, validity and norm populations, and learn about integrated systems of assessment and data collection for identification of students struggling to meet academic and behavioral expectations. Teacher candidates will learn the role of educational evaluations in developing Individual Education Programs (IEP) for students in need of support in the general education curriculum. Teacher candidates learn how to collaborate with parents and include them as equal partners in the assessment process. Prereq: Act 34, 151, 114 clearances; admission to Advanced Professional Studies; Professional Bloc I courses of ERCH 421, SPED 321, SPED 341. Coreq: Strand II: SPED 442, SPED 452, SPED 453, SPED 454. Offered in fall, spring.

SPED 432: 3 s.h.
Curr & Mthds Mild/Moder Disabl
Designed to develop competencies to identify curriculum content and implement effective methodologies needed to direct the education program for students with disabilities in the secondary classroom setting. Includes approx. 150 hrs field experience. Offered in fall, spring. Prereq: Admission to APS

SPED 441: 3 s.h.
Support for Specialized Curriculum
This course provides teacher candidates with research-based methods and special techniques to effectively instruct students with severe/profound and multiple disabilities within a variety of educational settings. Teacher candidates develop the teaching skills required to plan for and institute positive intervention strategies in relevant curricular areas, including perceptual, motor, daily living, communication, leisure and socialization. The emphasis of this course will be upon implementing the Individualized Education Programs (IEP). Focus will be upon lesson plans, task analyses and accommodating students who require extensive or pervasive instructional supports and adapting specialized curricula to meet their learning needs. Prereq: Act 34, 151, 114 clearances; admission to Advanced Professional Studies; Professional Bloc I courses of ERCH 421, SPED 321, SPED 341. Coreq: Strand I: SPED 411, SPED 451, SPED 453, SPED 454. Offered in spring.

SPED 441H: 3 s.h.
H: Supprt for Specialzd Curric

SPED 442: 3 s.h.
Eff Instr for Stdnts w Disabil
This course is designed to prepare teacher candidates to provide effective instruction to children with mild disabilities. The course will focus on developing skills for high-quality instruction based on research-based practices used to design and adapt curriculum to provide high-quality, standard-based instruction for students with mild disabilities, with an emphasis on the inclusive classroom. Course participants will learn to plan, implement and assess the results of effective instruction aligned with students’ academic, social, emotional and behavioral needs to facilitate academic achievement, with an emphasis in development of literacy skills for students in need of supports in general education. Prereq: Act 34, 151, 114 clearances; admission to Advanced Professional Studies; Professional Bloc I courses of ERCH 421, SPED 321, SPED 341. Coreq: Strand II: SPED 412, SPED 452, SPED 453, SPED 454. Offered in fall, spring.

SPED 443: 3 s.h.
Reflective Practices
This course prepares teacher candidates with the necessary skills to develop cultural sensitivity to work effectively with diverse families and their students with disabilities (mild/moderate disabilities). Teacher candidates explore culture and diversity as they apply to families, educators, and influences on daily activities, identity development, and systems of power and privilege in the educational system. Teacher candidates develop their ability to be culturally responsive, open, and respectful educators. Teacher candidates develop their professional dispositions consistent with family and student centered educational planning, program implementation and community collaboration centered on students with disabilities (mild/moderate; severe/multiple disabilities) and their diverse families.

SPED 444: 3 s.h.
Transition Planning and Secondary Programming for Individuals with Disabilities
This course is intended to develop competencies for individual program planning and instructional management. It prepares students to develop strategies to deliver curriculum in inclusive environments through the Individualized Education Program (IEP). The transition components of the IEP will be emphasized to prepare secondary teachers to understand their role in developing goals, planning and selecting options for postsecondary education, employment, and independent living goals for youth with disabilities.

SPED 445: 3 s.h.
Individualized Educational Planning
This course prepares teacher candidates will identify students’ strengths, needs, preferences, and interests to incorporate into Individualized Education Programs. Teacher candidates will compile the necessary data with the intent of facilitating success in current and future experiences, planning instruction, and implementing supports focused on an inclusive lifespan perspective of students with disabilities. Teacher candidates will learn to develop effective strategies for grade to grade transition practices to support services in the least restrictive environment. Teacher candidates will develop their knowledge of the variety of appropriate K-12 educational environments and supports for students and plan for these based upon current special education laws and regulations and the most effective research-based practices. This course must be taken as a co-requisite with other Professional Bloc II courses. Prerequisite: Admission to Advanced Professional Studies Status, successful completion of Professional Block I.
SPED 451: 3 s.h.
Indiv Ed Plng for Svr Disablt
This course prepares teacher candidates with the skills to plan, design and deliver instruction focused on integrated life-span perspectives of students with severe and multiple disabilities. A student's success in school can be linked, at least in part, to effective grade-to-grade transition practices and strategies. Teacher candidates learn to develop strategies for vertical (sequential and occurring over time) or horizontal (occurring at the same time) transitions. Teacher candidates develop their knowledge of the variety of appropriate K-8 educational environments for their students and plan for these transitions based upon current special education laws and regulations and the most effective research-based practices. Teacher candidates identify their students' needs, preferences and interests and incorporate this information into their goals, objectives and plans. In keeping with a student's Individualized Education Program (IEP), teacher candidates compile necessary data with the intent of facilitating successful future experiences. Prereq: Act 34, 151, 114 clearances; admission to Advanced Professional Studies and Professional Bloc I courses of ERCH 421; SPED 321, 341. Coreq: SPED 411, 441, 453, 454. Offered in spring.

SPED 451H: 3 s.h.
H:Ind Ed Plng for Svr Disablt

SPED 452: 3 s.h.
Individualized Educ Planning
This course prepares teacher candidates with the skills to plan, design and deliver instruction focused on integrated life-span perspectives of students with mild to moderate disabilities. There is a great deal of information indicating that a child's success in school can be linked, at least in part, to effective grade-to-grade transition practices and strategies. Teacher candidates learn to develop strategies for vertical (sequential and occurring over time) or horizontal (occurring at the same time) transitions. Teacher candidates develop their knowledge of the variety of appropriate K-8 educational environments for their students and plan for these transitions based upon current special education laws and regulations, and the most effective research-based practices. Teacher candidates conduct and use comprehensive grade-to-grade transition evaluations and learn strategies to identify their students' needs, preferences, and interests and incorporate this information into their goals, objectives and plans. In keeping with a student's Individualized Education Program (IEP), teacher candidates compile necessary data with the intent of facilitating successful future experiences. Prereq: Act 34, 151, 114 clearances; admission to Advanced Professional Studies and Professional Bloc I courses of ERCH 421, SPED 321, SPED 341. Coreq: Strand II: SPED 412, SPED 442, SPED 453, SPED 454. Offered in fall, spring.

SPED 453H: 3 s.h.
Hnrs: Reflective Practices (D, W)

SPED 463: 3 s.h.
EBPs for Math, Lit, Cntnt Area
This seminar, taken in conjunction with Student Teaching, is for all teacher candidates in the PK-12 Special Education Certification program. This seminar provides teacher candidates the opportunity to refine their knowledge of evidence-based practices in literacy, mathematics, and the core content areas for students with exceptionalities in grades PK-12 (for example peer-assisted learning strategies, self-regulated strategy instruction, etc.). Teacher candidates will select, implement, and evaluate the success of evidence-based practices through the collection and analysis of student data.